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Quality Progress Report (QPR)

For

Missouri

FFY 2024

QPR Status: Accepted as of 2025-03-31 14:08:46 GMT

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

Specifically, this report will be used to:

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2023, through September 30, 2024), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

What Data Should Lead Agencies Use: Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

- 1) Support the training and professional development of the child care workforce
- 2) Improve the development or implementation of early learning and development guidelines
- 3) Develop, implement, or enhance a quality rating improvement system for child care providers
- 4) Improve the supply and quality of child care for infants and toddlers
- 5) Establish or expand a lead agency wide system of child care resource and referral services
- 6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
- 7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
- 8) Support providers in the voluntary pursuit of accreditation
- 9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2024.

Glossary of Terms

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in

care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

Director means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

Family child care provider means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "family child care homes."

In-home child care provider means an individual who provides child care services in the child's own home.

License-exempt means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of "licensing or regulatory requirements." Associated terms include "legally exempt" and "legally operating without regulation."

Licensed means a facility required by the state to meet the CCDF section 98.2 definition of "licensing or regulatory requirements," which explains that the facility meets "requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law."

Programs refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

Provider means the entity providing child care services.

Staffed family child care (FCC) networks are programs with paid staff that offer a menu of ongoing services and resources to affiliated FCC educators. Network services may include individual supports (for example, visits to child care homes, coaching, consultation, warmlines, substitute pools, shared services, licensing TA, mental health services) and group supports (for example, training workshops, facilitated peer support groups).

Teacher means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

1) Overview

To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers.

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2024. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

☒ Licensed center-based programs **1825**

☐ Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 1286 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

☒ Licensed family child care homes **525**

☐ Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 237 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

2) Supporting the training and professional development of the child care workforce

Goal: *Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a stable child care workforce with the competencies and skills to support all domains of child development.*

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2023 to September 30, 2024?

☒ Yes. If yes, describe: **The Missouri Professional Development (MOPD) system includes a workforce registry, a place to find and track trainings or other professional development, and a learning management system to allow professionals to take online trainings.**

☐ No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

☒ Yes. If yes, describe: **All staff who work for a licensed or subsidized facility must track their professional development through the MOPD registry.**

☐ No. If no, describe:

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2024 **32,438 participants have at least signed in to the registry and are employed in a direct care organization.**

2.1.4 Spending - Professional Development Registry:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☒ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2023 and September 30, 2024 (check all that apply)? If selected, how many staff received each type of support?

- ☒ Scholarships (for formal education institutions) **501**
- ☐ Financial bonus/wage supplements tied to education levels
- ☐ Career advisors, mentors, coaches, or consultants
- ☐ Reimbursement for training
- ☐ Loans
- ☐ Substitutes, leave (paid or unpaid) for professional development
- ☐ Other. Describe:
- ☐ N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☒ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2024:

☒ Child Development Associate (CDA) **248**

☒ Associate's degree in an early childhood education field (e.g. psychology, human development, education) **224**

☒ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **504**

☒ State child care credential **21**

☐ State infant/toddler credential

☒ Unable to report this data. Indicate reason: **This data is not complete because staff are not required to submit education records. These number are submitted by those who volunteered this information.**

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2024:

☒ Child Development Associate (CDA) **3**

☒ Associate's degree in an early childhood education field (e.g. psychology, human development, education) **2**

☒ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **24**

☐ State child care credential

☐ State infant/toddler credential

☒ Unable to report this data. Indicate reason: **This data is not complete because staff are not required to submit education records. These number are submitted by those who volunteered this information. The data may include duplicated records from prior question.**

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

Technical assistance on the following topics is available to providers as part of the lead agency's professional development system (can be part of QRIS or other system that provides professional development to child care providers):

☒ Business Practices

☐ Mental health for children

☒ Emergency Preparedness Planning

☒ Other. Describe other technical assistance available to providers as part of the professional development system: **TA for providers as part of the Child Care Health Consultation (CCHC) Program was not provided as part of the MOPD System in FFY2024, but is in FFY2025. The CCHC Program provides TA for providers in the forms of Health and Safety Consultations and Health Promotions. These are currently logged in Excel, but will be logged in the MOPD System starting in FFY2025. Other technical assistance available as part of the MOPD system includes creating a professional development plan and taking a training assessment. Additionally, the Child Care Collaborative Network contracts were established May 24, 2023. The Child Care Collaborative Networks provide on-site consultation and/or technical assistance to child care providers to meet the specific needs of each child care and early learning program and promote high quality, responsive, and relationship based care. For six or fewer child care programs accepting the state subsidy and licensed family child care homes, a total of 743 on-site consultation/technical assistance visits were provided. For licensed center based programs and license-exempt center based programs 4,529 on site consultation/technical assistance visits were provided.**

2.4.2 Spending - Technical Assistance for Professional Development:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

[] Unable to report. Indicate reason:

[] No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2023 to September 30, 2024? **\$9074621**

[] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.

CCAMO provides quarterly reports on various metrics related to the number of child care providers and customer contacts. CCAMO is working to collect the number of current child care staff to enter into the CDA program and the number to complete the program to report to the Lead Agency. In addition, those who complete the CDA program will be tracked for two years post completion to determine if they continue to work in the field of early childhood. The number of individuals completing online, on-demand trainings is tracked annually. Trauma Smart has an evaluation component that measures 10 CLASS Domains. Results of this evaluation will determine whether to continue or expand the program in future years. Several measures are in place for SAC grantees including the number technical assistance visits, completion of quality action plans, attendance at Youth Work Methods trainings, onsite Program Quality Assessment (PQA), annual youth, family, staff, and school surveys.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: **There were 501 CDA scholarships awarded during FFY 2024.**

The Trauma Smart contract ended June 30, 2022, therefore, no metrics were collected during October 1, 2023-September 30, 2024 for this contract. The Child Care Collaborative Networks provide in-person trainings that are specific to best practices such as engaging children, program structure, emergency preparedness, family engagement, relationship based care, and interactions between the provider and child. For six or fewer programs accepting the state subsidy and licensed family child care homes, a total of 245 clock hours of in-person training focused on home based programs were provided. Licensed and license-exempt center based programs, were provided a total of 871.5 clock hours of in-person training focused on infant toddler and preschool classrooms.

3) Improving early learning and development guidelines

Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.

3.1 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2023 to September 30, 2024?

☐ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? \$

☐ Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported:

☒ No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

Improving upon the development or implementation of early learning and development guidelines.

Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan:
CCDF funds were not used to support the early learning and developmental guidelines in this fiscal year.

4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

4.1 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2023 to September 30, 2024?

☒ The lead agency QRIS is operating state- or territory-wide.

- General description of QRIS: **Quality Assurance Report (QAR) is a voluntary system designed to recognize the quality of early care and education programs throughout the state of Missouri, provide families with meaningful, relevant information about quality programs, and support programs through continuous quality improvement efforts. The QAR child-centered framework is a clear vision for what each child in Missouri should experience in early care and education programs, regardless of age or setting with a focus on quality interactions, program structure, staff/professional standards, inclusive practices, and engagement.**

QAR does not focus on stars or rating levels. Participating programs who are committing to quality are initially assessed for quality interactions using the Classroom Assessment Scoring System (CLASS). Once scoring thresholds are met, programs move to the building quality phase where they chose which quality indicators best represent the strengths of their program. Programs receive a quality designation once 6 of 10 indicators are achieved. Programs are reassessed and resubmit indicators on a two year cycle.

As of September 30, 2024, current participating programs have received CLASS assessments and coaching but have not moved into the building quality phase to work on indicators, therefore there are no quality designations at this time.

- How many tiers/levels? **2** [insert number of tiers below as required and describe each tier and check off which are high quality]

- Tier/Level 1: Programs receive a quality designation of "Demonstrating Quality" once 6 of 10 indicators are achieved
[] High Quality
- Tier/Level 2: Programs receive a quality designation of "Exhibiting High Quality" once 8 of 10 indicators are achieved.
[] High Quality
- Tier/Level 3:
[] High Quality
- Tier/Level 4:
[] High Quality
- Tier/Level 5:
[] High Quality
- Tier/Level 6:
[] High Quality
- Tier/Level 7:
[] High Quality
- Tier/Level 8:
[] High Quality
- Tier/Level 9:
[] High Quality
- Tier/Level 10:
[] High Quality

- Total number of licensed child care centers meeting high quality definition: **N/a**
- Total number of licensed family child care homes meeting high quality definition: **N/a**
- Total number of CCDF providers meeting high quality definition: **N/a**
- Total number of children served by providers meeting high quality definition: **N/a**

[] The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality]
 - Tier/Level 1:
[] High Quality
 - Tier/Level 2:

- ☐ High Quality
- Tier/Level 3:
☐ High Quality
- Tier/Level 4:
☐ High Quality
- Tier/Level 5:
☐ High Quality
- Tier/Level 6:
☐ High Quality
- Tier/Level 7:
☐ High Quality
- Tier/Level 8:
☐ High Quality
- Tier/Level 9:
☐ High Quality
- Tier/Level 10:
☐ High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

☐ The lead agency is operating another system of quality improvement.

- General description of other system:
- Describe assessment scores, accreditation, or other metrics associated with this system:
- Describe how “high quality” is defined in this system?
- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

☐ The lead agency does not have a QRIS or other system of quality improvement.

- Do you have a definition of high quality care?
☐ Yes, define:
 - Total number of licensed child care centers meeting high quality definition:

- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

☐ No

4.1.2 Spending - Quality rating and improvement system status:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2023 to September 30, 2024 (check all that apply)?

☒ Licensed child care centers

☒ Licensed family child care homes

☒ License-exempt providers

☒ Programs serving children who receive CCDF subsidy

☒ Early Head Start programs

☒ Head Start programs

☒ State Prekindergarten or preschool programs

☒ Local district-supported Prekindergarten programs

☒ Programs serving infants and toddlers

- ☒ Programs serving school-age children
- ☒ Faith-based settings
- ☐ Tribally operated programs
- ☐ Other. Describe:

4.3 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

What types of financial incentives or technical assistance are available for providers related to QRIS or other system of quality improvement? Check as many as apply.

- ☐ One-time grants, awards or bonuses
 - ☐ Licensed child care centers
 - ☐ Licensed family child care homes
- ☐ On-going or periodic quality stipends
 - ☐ Licensed child care centers
 - ☐ Licensed family child care homes
- ☐ Higher CCDF subsidy rates (including tiered rating)
 - ☐ Licensed child care centers
 - ☐ Licensed family child care homes
- ☒ Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)
- ☐ Other. Describe

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☒ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

[] No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2023 to September 30, 2024? \$**1511534**

[] Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

Developing, implementing, or enhancing a quality rating and improvement system (QRIS) or other transparent system of quality indicators.

Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: **Missouri Quality Assurance Report (QAR) is a quality initiative of Missouri's Department of Elementary and Secondary Education, Office of Childhood. It is a voluntary continuous quality improvement approach to assess, improve, and communicate the quality of early care and education programs that serve children from birth to age five. Currently, QAR is statewide in child care programs, including both family and center-based programs throughout Missouri. Previously, the pilot had 90 programs with 430 classrooms participating in assessments and coaching. During FFY24, QAR expanded to support 364 programs with 1,274 classrooms.**

5) Improving the supply and quality of child care programs and services for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

Did providers have access to infant/toddler specialists during October 1, 2023 to September 30, 2024?

☒ Yes

- Number of specialists available to all providers **27**
- Number of specialists available to providers serving children who receive CCDF **27**
- Number of specialists available specifically trained to support family child care providers **18**
- Number of providers served **100 programs**
- Total number of children reached **1957**

☐ No, there are no infant/toddler specialists in the state/territory.

☐ N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

If yes, what supports do the infant/toddler specialists provide?

☒ Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)

☒ On-site and virtual coaching

☐ Health and safety practices

☐ Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)

☒ Group professional development

☐ Family engagement and partnerships

☐ Part C early intervention services

☐ Mental health of babies, toddlers, and families

☐ Mental health of providers

☐ Behavioral Health

☐ Other. Describe

5.1.3 Spending – Infant/Toddler Specialists:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

How many staffed family child care networks operated during October 1, 2023 to September 30, 2024?

☐ Number of staffed family child care networks:

- ☐ Describe what the network/hub provides to participating family child care providers:

☒ No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☒ No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2023 to September 30, 2024? **\$2065939**

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

5.4 Progress Update

5.4.1 Progress Update - Programs and services for infants and toddlers:

Improving the supply and quality of child care programs and services for infants and toddlers.

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

IECMH Consultants and ITSN Specialists conduct ITERS-3 and ECERS evaluations in order to measure progress of child care providers after participation in their services. Child care providers are also granted the opportunity to evaluate the IECHM Consultants and ITSN Specialists who are providing services. The Lead Agency is developing a process to collect and track the evaluation information and success rates of services in order to determine the success rate of such services.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: **The Infant Toddler Child Care Collaborative Network Specialists complete Classroom Assessment Scoring System (CLASS) evaluations to assist in measuring progress and the success**

of services. A total of 354 CLASS assessments were provided to infant and toddler classrooms receiving services in the Infant Toddler Child Care Collaborative Network. The total CLASS assessments provided this year were an increase from the previous year.

6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services

Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the lead agency.

6.1 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2023 to September 30, 2024?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2023 to September 30, 2024? **\$1604662**

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent

☐ No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

Establishing, expanding, modifying or maintaining a statewide system of child care resource and referral services.

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

Data collected by is collected by the CCR&R agency, and submitted to the Lead Agency through periodic reporting, are used to measure progress, including subsidy eligibility, foster care status, age range, schedule of care, program type, and feedback on satisfaction of referral process. The CCR&R agency also collects data from child care providers to provide information on availability of care by program type, licensure status, accreditation status, and technical assistance given to child care providers.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Data collected from the CCR&R during FFY 2024:

Number of calls received at the ECERR call center: 3,250

Number of emails and chat messages received at the ECERR call center: 1,157

Number of follow up contacts conducted: 2,059

Number of follow up responses received: 120

Number of users accessing the online child care database: 18,348

Number of requests for special needs care: 466

Age range of children needing care:

Infant/toddler: 420

Preschool: 276

School age: 87

Schedule of care requested:

Open 24hrs: 47

Full time: 315

Part time: 143

Extended hours: 56

Number of children eligible for subsidy for whom care was requested: 633

Number of families referred to the state agency for subsidy assistance: 1,143

Number of consumer education packets mailed/emailed: 143

Number of consumer education packets distributed at community events: 600

7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.

7.1 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2023 to September 30, 2024? **1378**

7.1.2 Spending - Complaints about providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity (including maintaining a hotline)?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☒ No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2023 to September 30, 2024? Number of staff **49 licensing inspectors, 9 licensing supervisors, 2 program managers, and 1 licensing administrator.**

7.2.2 Spending – Licensing Staff:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set aside
- ☐ Unable to report. Indicate reason:

☒ No

7.3 Health and Safety Standards Coaching and Technical Assistance

7.3.1 Coaching or technical assistance on health and safety standards as a result of inspection:

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2023 to September 30, 2024? **356**

7.3.2 Spending - Coaching or technical assistance on health and safety standards as a result of inspection:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☒ No

7.4 Spending - Compliance with health, safety, and licensing standards

7.4.1 Spending - Compliance with health, safety, and licensing standards:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2023 to September 30, 2024? **\$1992711**

[] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **The office contracted with other entities to develop a child care licensing indicator system and research child care licensing in Missouri and to align rules and best practices.**

7.5 Progress Update

7.5.1 Progress Update - Compliance with health, safety, and licensing standards:

Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards.

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The child care network support contractors collect a variety of data related to quality improvements. The improvement is measured through using a Quality Assessment Tool that is completed at time child care providers enroll and is updated quarterly. The Lead Agency is developing a process for regular evaluation of key measures of progress from the program (e.g. tracking the number of child care providers enrolled for services, the number of services received by the provider, and the percentage of improvement that child care providers achieve through the course of the technical assistance provided).**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: **The Child Care Collaborative Networks provide a variety of data related to quality improvements. For six or fewer child care programs accepting the state subsidy and licensed family child care homes, a total of 93 programs were provided services. Of those 93 programs receiving services, 743 on-site consultation/technical assistance visits were provided which**

impacted a total of 747 children. A total of 122 Classroom Assessment Scoring System (CLASS) tools were provided to six or fewer child care programs and licensed family child care homes. For licensed and license-exempt center based programs, a total of 218 programs and 536 classrooms were provided services. Of those 218 programs, a total of 4,529 on-site consultation/technical assistance were provided which impacted a total of 7,101 children. Licensed and license-exempt center based programs received a total of 754 CLASS tools.

8) Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2023 to September 30, 2024?

- ☐ QRIS
- ☒ CLASS
- ☐ ERS
- ☐ FCCERS
- ☐ ITERS
- ☐ State evaluation tool. Describe
- ☐ Core Knowledge and Competency Framework
- ☐ Other. Describe
- ☐ Do not evaluate and assess quality and effective practice

8.1.2 Spending - Evaluation and assessment of center-based programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☒ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2023 to September 30, 2024?

- ☐ QRIS
- ☒ CLASS
- ☐ ERS
- ☐ FCCERS
- ☐ ITERS
- ☐ State evaluation tool. Describe
- ☐ Core Knowledge and Competency Framework
- ☐ Other. Describe
- ☐ Do not evaluate and assess quality and effective practice

8.2.2 Spending - Evaluation and assessment of family child care programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☒ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

8.3 Spending - Evaluation and assessment of child care programs

8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2023 to September 30, 2024?

\$1511534

[] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

8.4 Progress Update

8.4.1 Progress Update - Evaluation and assessment of child care programs:

Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children.

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

As noted in the state plan, the Lead Agency does not currently have a finalized statewide system to measure the quality and effectiveness of child care programs. Missouri is implementing the final step of assessing quality while transitioning into statewide availability. Quality in the classroom is measured using CLASS, and at the program level they achieve quality indicators based on selected criteria commonly found in quality early childhood settings. During FY24, QAR quality specialists conducted 400 CLASS assessments.

9) Supporting child care providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1 Accreditation Support

9.1.1 Accreditation Support:

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/mentoring by accredited programs) during October 1, 2023 to September 30, 2024?

☒ Yes, providers were supported in their pursuit of accreditation

- a. Licensed center-based programs **N/a**
- b. License-exempt center-based programs **N/a**
- c. Licensed family child care homes **N/a**
- d. License-exempt family child care homes (care in providers' home) **N/a**
- e. Programs serving children who receive CCDF subsidy **N/a**

☐ No lead agency support given to providers in their pursuit of accreditation.

☐ N/A. Describe:

9.1.2 Spending – Accreditation Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2023 to September 30, 2024? \$

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent

☒ No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **As of March 31, 2021, there were 213 child care subsidy providers who are accredited. When compared to the number in March 2019, of 243 child care subsidy providers who were accredited, Missouri has again experienced a decrease, indicating a loss in access to quality child care in the state's Child Care Subsidy program. While this reduction may be attributed to the COVID-19 pandemic, it may also be indicative of the limited resources available to support providers while they pursue accreditation. The Lead Agency is developing a system to track the number of incentives (e.g., rate enhancement) provided to child care providers and compare to the number of providers achieving accreditation. The long-term goal of the Lead Agency is to increase the annual number of accredited child care providers in the state of Missouri, which will require additional consideration and discussions about the types of incentives needed to increase the number of accredited child care providers.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan: **When providers call in for assistance in becoming a subsidy provider, phone technicians provide information on accreditation including how to become an accredited provider and the rate enhancement. This will assist in the long term goal to increase the number of accredited child care providers. Additionally, providers are eligible for a 20% rate differential if accredited by one of the seven DESE-recognized accrediting agencies.**

10) Supporting providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2023 to September 30, 2024?

☐ QRIS, check which indicators the lead agency has established:

- ☐ Health, nutrition, and safety of child care settings
- ☐ Physical activity and physical development in child care settings
- ☐ Mental health of children
- ☐ Learning environment and curriculum
- ☐ Ratios and group size
- ☐ Staff/provider qualifications and professional development
- ☐ Teacher/provider-child relationships
- ☐ Teacher/provider instructional practices
- ☐ Family partnerships and family strengthening
- ☐ Other. Describe:

☐ Early Learning Guidelines

☐ State Framework. Describe

☐ Core Knowledge and Competencies

☒ Other. Describe **Missouri's QAR recognizes that quality may look different in various programs and the system allows providers to choose the areas they wish to be recognized in. The only standard that is required of all programs is to meet minimum thresholds for teacher/child interactions using CLASS assessments. Beyond that, providers are able to set goals for improvement and coaches will work with them to achieve their goals.**

As of September 30, 2024, current participating programs have received CLASS assessments and coaching but have not moved into the building quality phase to work on quality indicators, therefore there are no quality standards required.

☐ N/A – did not help provider develop or adopt high quality program standards

10.1.2 Spending - High-Quality Program Standards:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2023 to September 30, 2024? **\$1511534**

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

☐ No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development.

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

In accordance with Missouri statute (§ 161.217, RSMo) at:

(<https://revisor.mo.gov/main/OneSection.aspx?section=161.217&bid=35248&hl=>)

<https://revisor.mo.gov/main/OneSection.aspx?section=161.217&bid=35248&hl=>, the Lead

Agency is piloting a Quality Assurance Report with the goal of providing a continuous quality improvement process for early learning programs and to provide families with consumer education about the quality of early learning programs. Information about the pilot is available at: (<https://dese.mo.gov/childhood/quality-programs/quality-assurance-report>) <https://dese.mo.gov/childhood/quality-programs/quality-assurance-report>.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan: **The QAR framework does not focus on stars or rating levels. Programs will be recognized for their strengths and have choice in how they build quality through quality indicators including operational practices, responsive practices and quality interactions. Once high quality indicators are achieved, programs will be designated as quality and will continue continuous quality improvement efforts. During FY24, QAR expanded to support 364 programs with 1,274 classrooms and the QAR framework was finalized and introduced to current participating programs.**

11) Other activities to improve the quality of child care services

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2023 to September 30, 2024?

☐ Yes. If yes, describe and check which types of providers were eligible and number served.

☐ Licensed center-based programs

☐ License-exempt center-based programs

☐ Licensed family child care homes

☐ License-exempt family child care homes (care in providers' home)

☐ In-home (care in the child's own home)

☐ Other (explain)

☒ No.

☐ N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☒ No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2023 to September 30, 2024?

☒ Yes. Describe: **The Child Care Data System (CCDS) is available 24/7. It allows parents, providers, and state employees to enter, edit, and view information in near real-time.**

☐ No

11.2.2 Spending - Data Systems Investment:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☒ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2023 to September 30, 2024?

☐ Yes. Describe findings:

☒ No

11.3.2 Spending - Supply and Demand Analysis:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☒ No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2023 to September 30, 2024? Check all that apply.

☒ Child care deserts

☒ Infants/toddlers

☐ Children with disabilities

☐ English language learners

☒ Children who need child care during non-traditional hours

☐ Other. Describe:

11.4.2 Spending - Supply and Demand Initiatives:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☒ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

What compensation and benefits improvements did teachers/providers receive between October 1, 2023 and September 30, 2024 (check all that apply)? If indicated, how many providers received each type of support?

- ☒ Financial bonuses (not tied to education levels) **1463**
- ☒ Salary enhancements/wage supplements **454**
- ☐ Health insurance coverage
- ☐ Dental insurance coverage
- ☐ Retirement benefits
- ☐ Loan Forgiveness programs
- ☐ Mental Health/Wellness programs
- ☒ Start up funds **67**
- ☐ Other. Describe:
- ☐ N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☒ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

11.6 Spending – Other Activities to Improve the Quality of Child Care Services

11.6.1 Spending – Other Activities to Improve the Quality of Child Care Services:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2023 to September 30, 2024? **\$19112500**

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

11.7 Progress Update

11.7.1 Progress Update – Other Activities to Improve the Quality of Child Care Services:

Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The Lead Agency funds the ParentLink WarmLine/GrandFamily Program that provides quality parenting information, materials, and other resources such as research-related literature, educational brochures, and lending library items, as well as services such as outreach activities and support groups. The goal of these services is to proactively strengthen and support Missouri's families and communities. The WarmLine is an 800 number for the general public to contact for information. The ParentLink WarmLine/GrandFamily Program is open Monday-Friday 8:00 AM-10:00 PM and 12:00 PM –5:00 PM Saturday and Sunday and it maintains an answering system for customers to leave a message, if staff is on another call or if calls are received outside of business hours. WarmLine staff return all messages and e-mails within one business day. Indicators to measure the program include the number of contacts made to the WarmLine (mail, email, in-person, text, Facebook/Skype), which was 185,972 in Fiscal Year 2019, an increase from 153,699 in Fiscal Year 2018. A second indicator to measure the program

is the total the number of children impacted by the use of the WarmLine (through contacts with Parents/Caregivers), which was 3,177 in Fiscal Year 2019, a decrease from 3,528 in Fiscal Year 2018. A third indicator to measure the program is the number of outreach materials provided to consumers of the WarmLine (Hosted events, Presentations, Promotional 7 not mailing, Email Listserve Outreach, Resource Table only), which was 52,609 in Fiscal Year 2019, a decrease from 210,701 in Fiscal Year 2018. Using relief funding, the Lead Agency will the Quality Assurance Report and assist providers and will provide funding for child care providers to obtain materials that will help meet the needs identified through onsite assessments.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: There are no other activities to report. ParentLink did not wish to continue the contractual relationship when it came up for renewal in June 2022.

12) Annual Report

Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

12.1 Annual Report and Changes

12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **Providers are required to report any time a child is seriously injured or dies while in their care. They can access the online report at <https://modese.wufoo.com/forms/reporting-a-serious-injury-or-death-in-child-care/>. The information collected is routinely reviewed by child care compliance and regulation leadership. The data reported is used to provide an annual consumer education report that is posted on our website that includes the aggregate number of deaths and serious injuries in child care for each provider category and licensing status. Secondly, the data is analyzed to assess trends and inform training needs for child care staff and rule changes or additions that may be needed for child health and safety.**

12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **The electronic form used by child care providers to report serious injuries and deaths was revised in August 2024 to collect more targeted data around the age range of the child and location of the incident. Compliance inspectors are also having conversations with providers about the requirement to report serious injuries and deaths, and how this data is used. Inspectors are passing out a flyer about the reporting requirement that contains a QR code to the reporting form and encouraging providers to post the flyer in the office or near a phone as a quick reference sheet for reporting. No changes have been made to regulations, enforcement mechanisms, or policies addressing health and safety based on the annual review and assessment.**